**Native American Region Picture Book**

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| Grade 3rd TA-DAH |

**Lesson Overview:**

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| Students will make a Native American Picture Book based on the region they have previously been studying.  2 Main Ideas:  1. Learn how the Native Americanslived by depending on natural resources and adapting them to fit their needs  2. Know the social, political, cultural, and economic life. |

**Standards Addressed:**

**History/Social Science:**

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| |  |  |  |  | | --- | --- | --- | --- | | 3.6 - Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.   |  |  |  | | --- | --- | --- | | 3.7 - Describe the relationship between locations of resources and patterns of population distribution.   |  |  | | --- | --- | | 3.11 - Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs   |  | | --- | | 3.13 - Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. | | | | |

**Language Arts:**

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| * Word Recognition: Read expository text with fluency and accuracy * Reading Comprehension: Use strategy for reading: read for full comprehension, location of information… * Writing Applications: Write informational reports |

**English Language Learner (ELL) Strategies:**

**SIOP Skills Addressed**:

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| **Preparation** | **Scaffolding** | **Grouping options** |
| \_X\_Adaptation of Content  \_X\_Links to Background  \_X\_Links to Past Learning  \_X\_Strategies incorporated | \_X\_Modeling  \_X\_Guided practice  \_X\_Independent practice  \_X\_Comprehensible input | \_X\_Whole class  \_X\_Small groups  \_\_Partners  \_X Independent |
| **Integration of Process** | **Application** | **Assessment** |
| \_X\_ Reading  \_X\_Writing  \_X\_Speaking  \_X\_Listening | \_X\_Hands-on  \_X\_Meaningful  \_X\_Linked to objectives  \_X\_Promotes engagement | \_X\_Individual  \_\_Group  \_X\_Written  \_\_Oral |

**Engaging Scenario:**

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| **First Contact:** You are camping in a part of California. You are peacefully asleep in your sleeping bag when all of a sudden an eagle soars down, picks you up and flies you into a black hole. You find yourself in the same location, but 700 years back in time. The eagle speaks, “You will return to your time and place only after you learn and respect their ways.”  Your first thought – No one is ever going to believe me! |

**Task Summary:**

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| 1. Introduce project with power point presentation. 2. Review rubric 3. Students will stay in same groups that they were in during region project and assign each other different areas to research. Sheet will be turned into teacher with student and task assigned, 4. Read/review chapters in text. Use CD for Ell or low reading skills to support their reading. 5. Field trip to California Sate Indian Museum. Students will gather information on their choosen area and draw pictures of relia. 6. Students will fill out Mind Map /Graphic Organizer with information and share with group.They will use these sheets during field trip and make drawings that they can add to their book. 7. Create book. 8. Teach bibliography 9. Students share their books in class. |

**Resources/Materials Needed:**

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| Macmillan/McGraw-Hill text  Library Books  Internet sites (Marilee’s Native American Resource)  Power Point Presentation  Assignment/Rubric  Graphic Organizer  Supplies for book |